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ABSTRACT

A project was conducted to evaluate the effectiveness of the Cambridge/Kentucky Educational Television General Educational Development (GED) Video Series as a tool for providing adult basic education (ABE) instruction to institutionalized drug addicts and alcoholics at Eagleville Hospital in Eagleville, Pennsylvania. After the integration of the Kentucky GED Series into Eagleville's adult education program, the GED teacher there experienced and effectively managed an eight-student increase in class size. After the implementation of the Kentucky GED Series, 23 Eagleville residents passed the GED certification test as compared to 15 students who passed it during the previous year. Both the teachers and students interviewed rated the reading section of the program as a most effective teaching tool. After using the Kentucky GED Series, students came in for voluntary sessions to review for the GED certification test and commented favorably on the memorability of the tests. Consequently, the Kentucky GED Video Series was determined to be an effective motivator of student participation in ABE programs, an effective classroom management tool, and an effective instructional resource for use in increasing performance on the GED certification test. (MN)

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ED245078

FINAL REPORT

"MORE EFFECTIVE ABE INSTRUCTION FOR INSTITUTIONALIZED ADULT ALCOHOLICS AND ADDICTS THROUGH THE CAMBRIDGE KENTUCKY GED VIDEO SERIES"

by

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September 23, 1983

Section 310 Adult Education Act, P.L. 95-561
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Division of Adult and Continuing Education
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P.O. Box 911
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"MORE EFFECTIVE ABE INSTRUCTION FOR INSTITUTIONALIZED ADULT ALCOHOLICS AND ADDICTS THROUGH THE CAMBRIDGE KENTUCKY GED VIDEO SERIES"

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ABSTRACT

PURPOSE

This 310 mini grant, effective 7/1/82 to 6/30/83, utilized and evaluated the Cambridge/Kentucky Educational Television GED Series (videotapes, texts, teacher's guides) seeking an increase in effectiveness of ABE instruction to institutionalized addicts and alcoholics at Eagleville Hospital. The multi-media, programmed instructional series was hypothesized to be a motivator for student participation, a teacher tool to help manage class size and individualized instruction needs, and an instructional resource that would increase basic skill performance on the G.E.D. test.

DESIGN

The Cambridge/Kentucky Educational Television GED Series (Kentucky GED Series) was purchased and introduced into the instructional system in October 1982. Two video cassette recorders with televisions (VCR systems) were available in two highly accessible classrooms to allow maximum usage during regular classroom time, and during study times when students worked on their own. The Kentucky GED Series was evaluated in depth by our teachers through structured questionnaires and workshop sessions, and by students who filled out structured questionnaires following viewing of the tapes and workbook exercises. Data were collected on the performance of the students utilizing the Kentucky GED Series and teachers evaluated its effectiveness in classroom management (as to its degree of helpfulness with large classes, students with varying achievement and ability levels, and time allowances gained to work with individual students).

RESULTS OF THE PROJECT

The Kentucky GED Series was effectively integrated into the daily educational process at Eagleville Hospital's Adult Education Program. The GED teacher experienced, and effectively managed, an increased class size of eight (8) students after the series was implemented. Twenty-three (23) students passed the GED certification test (while still in residence at EH) during the project year, as compared to fifteen (15) in the previous year, and twenty (20) in 1980-81. The average total score of 275 on the GED certification test in the project year was significantly higher statistically ($t = 3.319$, $df = 2$, $p =$ less than .001) than the average mean score of the previous two years.

Both teachers and students rated the KET READING Section as a most effective curriculum tool. The ENGLISH GRAMMAR AND MATHEMATICS Sections were utilized to a much lesser degree due to the special instructional needs of our educationally deprived students. Students came in for voluntary "extra" sessions to review for final preparation for the GED certification test, and commented that they recalled concepts from the tapes in responding to the test items.

CONCLUSIONS

The KET GED Series was: 1) an effective motivator for student participation at EH, 2) an effective teacher tool to help manage class size, and individualized instruction needs, and 3) an effective instructional resource to increase performance on the GED certification test.

INTRODUCTION

PURPOSE/OBJECTIVE

Background

Students at Eagleville Hospital and Rehabilitation Center include the functionally illiterate as well as educationally deficient and vocationally handicapped. Many are former school discipline problems and drop-outs.

The background of the students at Eagleville includes the following data:

- 15% read at grade 0-3 at admission
- 60-70% lack a high school diploma
- 60% have recent criminal justice contact prior to admission
- 50% are drug addicts, 50% alcoholics
- 50% Black, 50% White
- 12% were employed prior to admission
- 35%, age 18-25; 21%, age 25-29; 25%, age 30-40; 19%, age 40 and older.

Previous failure experiences, low self-image and school disciplinary expulsions have conditioned the students to be poorly motivated to learning. Traditional class approaches have turned off these students. However, television does stimulate involvement and interest. Personalized instruction, plus stimulating video materials, can motivate a student to new learnings to achieve functional literacy.

Purpose

This 310 mini grant, effective 7/1/82 to 6/30/83, utilized and evaluated the Cambridge/Kentucky Educational Television GED Series (videotapes, texts, teacher's guides) seeking an increase in effectiveness of ABE instruction to institutionalized addicts and alcoholics at Eagleville Hospital. The multi-media,

programmed instructional series was hypothesized to be a motivator for student participation, a teacher tool to help manage class size and individualized instruction needs, and an instructional resource that would increase basic skill performance on the G.E.D. test.

Student motivation for adults with a low self-esteem requires multiple approaches and efforts in personalized instruction. Current efforts involve enormous personal effort by three teachers weekly in preparing for a weekly enrollment of 125 students for the wide range of skill involved with basic education to high school preparatory work toward successful completion of the GED examination and life survival skills (Activities for Daily Living). Technological developments indicate multi-media, programmed instruction has the capacity for personalized remediation instruction and ultimately for reducing the teacher/student ratio.

Eagleville Hospital has a background of successful experience with the integration and utilization of technological educational aids into the existing curriculum. Previous 310 grants provided 3 TRS-80 Radio Shack mini-computers and another provided video players, monitors and the Cambridge University Press series, "Just Around the Corner". Both evaluations list highly favorable client response to the use of technical equipment. In the case of the computer, students reported satisfaction in overcoming fear of failure and therefore disapproval from instructors, by working with the computer, which offered anonymity and could still report the accuracy of the student's response. Students also liked the

idea of taking charge of their own learning, as the student selected his or her own lesson tape, loaded it, and worked at his or her own pace.

The Motivation for Media 310 grant evaluation of video tapes reports two student comments as follows:

(1) "I was part of an experiment involving six new students using video programs. The six using the video were part of the highest scorers of the GED". (In a program for 30 students, 24 used other materials).

(2) "I feel that the use of video cassettes are especially helpful in all areas of education. More programs like this should be considered."

Objectives

1. To purchase the Cambridge/Kentucky Educational Television GED Series (KET GED), and to acquire associated instructional and diagnostic materials.

2. To use the KET series as an important part of a specific program to prepare students for the GED examination. Specific objectives:

   a. Motivate a larger number of students to seek their equivalency diploma.

   b. Provide a high quality combination of personal instruction, classroom experience, and modern media instructional techniques to these students.

   c. Increase the average GED test score obtained by students in the EH educational program.

3. To assess the impact of the KET GED Series on the

individualized instructional process of the EH GED and Adult Basic Education (ABE) program. Specific objectives:

a. Encourage more participation in the educational program.

b. Motivate students to continue their education after leaving Eagleville Hospital.

c. Increase effective utilization of current teaching staff by providing additional time for individual instruction while small groups learn from cassettes.

4. To assess the quality of the KET series and explore possibilities for its optimum use in an adult education program. Specific objectives:

a. Enlist teachers in performing a review of each tape, encompassing content, format, and interest level.

b. Maintain a log of all students who view the tape and record their comments.

c. Through professional observation and statistical comparisons, determine what client groups benefit most from the series, and under what circumstances.

Time Frame

The grant time frame was 7/1/82 to 6/30/83 and the Kentucky GED Series was integrated into the instructional program beginning October 1983 and continued throughout the grant period.

Key Personnel

The key staff in the project included:

Nancy Clark, Teacher
Elizabeth Clodi, Teacher/Counselor
Ann Lunn, Teacher

Noreen Whalen, Teacher
Frances O'Donnell, Administrative Assistant
Mack West, Evaluation
Karl Schneider, Original Project Director
Thomas A. Mellon, Assumed Project Director role when Karl Schneider left.

Target Audience for Report

This report is useful for teachers, guidance counselor, vocational trainers, program planners for mental health clients, administrators and supervisors of Adult Basic Education, GED and Remedial programs.

Design

The Cambridge/Kentucky Educational Television GED Series (Kentucky GED Series) was purchased and introduced into the instructional system in October 1982. Two video cassette recorders with televisions (VCR systems) were available in two highly accessible classrooms to allow maximum usage during regular classroom time, and during study times when students worked on the own. The Kentucky GED Series was evaluated in depth by our teachers through structured questionnaires and workshop sessions, and by students who filled out structured questionnaires following viewing of the tapes and workbook exercises. Data were collected on the performance of the students utilizing the Kentucky GED Series and teachers evaluated its effectiveness in classroom management (as to its degree of helpfulness with large classes, students with varying achievement and ability levels, and time allowances gained to work with individual students).

Location of Permanent Copies of the Report

Office of: John Christopher, Chief
Division of Adult Education & Training Programs
Commonwealth of Pennsylvania
Department of Education
P.O. Box 911
Harrisburg, Pa. 17126

* A "Results" and a "Conclusions" section is employed (rather than CHAPTERS) to indicate the project outcomes.

RESULTS OF THE PROJECT

Objective 1: To purchase the Cambridge/Kentucky Educational Television GED (KET GED Series) and associated materials.

The KET GED Series was purchased and implemented into the daily instructional process by October 11, 1982 (see Appendix pp. i).

Objective 2: To assess the impact of the KET GED Series on the participation and outcomes of students in the Eagleville Hospital (EH) GED Preparation Program.

Outcomes:

a) Higher attendance in the EH GED Program.

There was an increased regular attendance of eight (8) additional students into the EH GED class in the seventeen-week reference period immediately prior to and following the implementation of the KET GED Series. The increased attendance has been sustained since that time. Students come in on their own for "extra" sessions to view and review sections of the KET series. We cannot determine that the KET series itself led to the higher attendance; however, the addition of the series allowed the GED instructor more time to work with individuals, and small groupings of students, and our experience is that attendance is directly related to individualization of instruction. (See Objective 3 and Conclusions Section for more details.)

b) More students passed the GED certification test.

Twenty-three (23) EH students passed the GED certification test in fiscal year (FY) 1982-1983 (July to June), during which the KET GED Series was implemented. Fifteen (15) had passed in FY 1981-1982. Twenty (20) students had passed in FY 1980-1981. Our GED instructor, Nancy Clark, attributes the availability of the KET GED Series for continued drill and repeated review prior to GED certification date, as the determining factor in some of our student's passing the GED on their first try. In the past some students had to repeat the testing following additional instruction after leaving EH.

c) Total scores on the GED certification test increased.

The average total score on the GED certification test of EH GED students increased in the project year during which the KET GED Series was integrated into the instructional process.

275	FY 82-83	(N= 23)
257	FY 81-82	(N= 15)
248	FY 80-81	(N= 20)

A "t" test for difference of mean scores indicates that the FY 82-83 mean score was significantly higher statistically (t= 3.319, df= 2, p= less than .001) than the average mean score of the previous two years. Since our GED instructor observed the positive influence of the

KET GED Series as a teacher tool during primary instruction, and especially as an effective drill and review tool just prior to taking the GED certification test, at least some of the increase in test scores seems attributable to the KET Series. We had hoped to have a breakdown of subtest scores of the GED certification test but were unable to obtain these. Student reports to us indicated that the KET Reading Series was most helpful in preparing them for the Science, Social Studies and Literature items of the GED certification test. (See Objective 3, and Conclusions Section for more details.)

Objective 3: To assess the impact of the KET GED Series on the individualized instructional process of the EH GED and Adult Basic Education (ABE) program.

Outcomes:

a) Eagleville's Adult Basic Education Teachers Evaluated the Effectiveness of the KET GED Series.

Eagleville's four (4) teachers reviewed the KET GED Series and evaluated its effectiveness on dimensions:

1) Analysis of the tapes as tools for students to use independently.

2) Use of the tapes in classroom group instruction,

3) Analysis of students' content retention after independent use and/or classroom group instruction use of the tapes.

In all three dimensions the teachers rated the KET GED READING Section as a most effective curriculum tool. The teachers judged that the READING Section addressed Science, Social Studies, and Literature curricula in a most effective learning format, one in which individual teachers would have great difficulty in producing in an equally effective media format that enhanced student concentration and information retention.

The teachers (and students) utilized ENGLISH GRAMMAR and MATHEMATICS Sections of the KET GED Series to a much lesser degree. To a great extent this was due to the strength of our existing English and Mathematics program. The students at EH are very weak in these areas and each teacher highly individualized curricula and instructional approach. The ENGLISH GRAMMAR and MATHEMATICS Sections were rated "good", as compared to "excellent" for the READING Section, and they may be more effective with students who did not drop out of school (or became addicted during school) as early as our students. As with the READING Section they appear very helpful for drill, review, or diagnosing weak areas, especially after our regular individualized curriculum has been worked on for several sessions.

The Videotext Study Guides (workbooks) were judged as a very effective student study aide (especially for

"homework"), for all sections (READING, ENGLISH GRAMMAR, MATHEMATICS) of the series.

b) Eagleville Hospital's Adult Students Rated the Effectiveness of the KET GED Series in Their Preparation for Taking the GED Certification Test.

Each time a new tape was introduced to the GED class, it was followed by a structured, written questionnaire (see Appendix) which the students filled out on their own (to encourage honesty). The students were even more enthusiastic about the series than the teachers. Similarly, they responded more positively (and utilized on their own more frequently) to the READING Section than the ENGLISH GRAMMAR and MATHEMATICS Sections. They found the Videotext Study Guides (workbooks) to be "very helpful".

There was some difficulty expressed by individual students who viewed the tapes in a group class setting. Certain individuals had trouble with the pace of some of the tapes being too fast or the materials too difficult. What this pointed out is that individual concentration spans and prior degree of educational underachievement is a factor in use of the tapes, both with groups and for individual drill or review. The teacher must first be familiar with each particular tape that is to be employed in order to plan for individual differences in learning readiness for a media based series.

Students enjoyed viewing the tapes, and returned to specific tapes for review and final preparation for the GED certification test. Following the actual certification test they commented on how they remembered concepts learned from specific tapes.

Objective 4: To assess the quality of the KET GED Series and explore possibilities for its optimum use in an adult education program.

Outcomes:

a) A complete review of the project was completed by the Project Director in consultation with the Eagleville Hospital Evaluation Department and the results of all the activities in Objectives 1, 2, and 3 were evaluated. The primary GED teacher was interviewed in depth and other EH teachers and volunteer tutors were given additional review interviews. Attendance, test scores, and evaluation questionnaires were compiled and evaluated. Final assessment is listed in the "Conclusion" section below.

CONCLUSIONS FROM THE KET GED PROJECT AT EAGLEVILLE HOSPITAL

Based on the above cited "Results of the Project" and a complete review of the project by the Project Director in consultation with Eagleville's Evaluation Department we list the following conclusions and recommendations:

1) The Cambridge/Kentucky Educational Television GED Series (KET GED) was an effective motivator for student participation at Eagleville Hospital (EH).

Students rated the series (both videotapes and videotext workbooks) as at least "helpful", if not "very helpful" in preparing for the GED certification test. Students came in on their own to review tapes a repeated number of times in addition to required classroom attendance. There was an increased regular attendance of eight (8) additional students in the EH GED class (during our reference period, 17 weeks before compared to 17 weeks after implementation of the series) following implementation of the KET GED series. While the series itself cannot be pinpointed as a cause of the additional attendance, its effectiveness as a teacher tool helped maintain student interest and participation in a larger class setting. Prior experience at EH indicated attendance drops as class size increases (since individual attention by the teacher to each student is reduced). The higher attendance was maintained throughout the project period.

2) <u>The KET GED Series was an effective tool to help manage class size, and individualized instruction needs at Eagleville Hospital</u>.

With an average of eight (8) more students attending GED instruction than in the reference period before implementation of the series, the GED instructor had a real classroom management issue to cope with. The KET series had to be implemented during limited classroom hours (students are full-time patients) without sacrificing

quality of instruction that would lead to success or failure on the GED certification test. The GED instructor and the students rated the series as "helpful" to "very helpful", and both the number of students passing the GED certification test, and the level of their scores increased as compared to our previous two years experience. Again, we cannot attribute the series as the primary cause of the increase but the KET GED Series appears to have become an effective tool for our classroom situation.

Both our teachers and students utilized the READING Section of the KET GED Series much more than the ENGLISH GRAMMAR AND MATHEMATICS Sections. The latter sections were less useful due to the severely deprived educational achievement levels of most of our students in English and Mathematics.

3) The KET GED Series appears effective as an instructional resource to help increase basic skill performance on the GED certification test.

While this project was not designed with an experimental and control group to examine causation, the addition of the KETGED Series seems to have contributed to some positive outcomes in our instructional program. Serving an average of eight (8) additional students per week, the number of students passing the GED certification test increased to twenty-three (23) during the project year, as compared to fifteen (15) the previous year, and the former high of

twenty (20) in 1980-81. Total scores on the GED test averaged two hundred and seventy-five (275), which was significantly higher statiscally (t= 3.319, df= 2, p= less than .001) than the average of the previous two years (1980-81, 246; 1981-82, 257). Since our outcomes are "up", and our entering student achievement scores appear to be in the same range as previous years, it appears that our teacher found and implemented effectively a new, helpful tool.

The READING Section was most helpful, and may account for some of the increased scoring. We were unable to obtain GED certification test subscores for a sufficient number of students to examine the areas that increased the most. The GED instructor plans to continue regular, integrated use of the READING Section after the project period, and this speaks best as to its helpfulness and probable effectiveness.

4. In summary, the project experience at Eagleville Hospital's Adult Education Program indicates that the Cambridge/Kentucky KET GED Series, especially the READING Section, can be an effective teacher tool that can contribute to improved student performance when it is integrated within the regular GED instructional process.

APPENDIX

THE CAMBRIDGE GED VIDEOTEXT SERIES

Cambridge/Kentucky Educational Television

READING
13 Video tapes/1 student Videotext

1. Orientation/Test Taking Skills
2. Reading Comprehension I
   Main Idea, Supporting Idea, Relationships, Cause and Effect
3. Reading Comprehension II
   Inference, Author's Point of View, Application of Ideas, Words in Context
4. Reading/Social Studies I
   Government, Constitutional Convention, Principles of the Constitution, Three Branches of Government
5. Reading/Social Studies II
   Economics, Different Economic Systems, Role of Government, Graphs
6. Reading/Social Studies III
   Anthropology, Geography, Map Reading, Sociology, Varying Viewpoints
7. Reading/Science I
   The Heart, The Blood Vessels, Maintaining Health, Disorders and Treatments
8. Reading/Science II
   The Blood, The Circulatory and Respiratory Systems, Diseases and Treatment, Air Pollution
9. Reading/Science III
   The Atom, Atomic Energy, Fusion, Peacetime Uses in Humarities
10. Reading/Literature I
    Prose, Style and Tone
11. Reading/Literature II
    Prose--Figurative Language, Simile Metaphor, Personification, Allegory
12. Reading/Literature III
    Poetry--Figures of Speech, Sound and Repetition, Comprehension
13. Reading/Literature IV
    Poetry--Identifying Poetic Devices,; Drama--Identifying Plot, Dialogue, Characterization, Setting and Climax

ENGLISH GRAMMAR
10 Videotapes/1 Student Videotext

Grammar I

1. Subject--Verb Agreement, Types of Sentences, Formation of Plurals, Case of Pronouns

Grammar II

2. Subject--Verb Agreement, Singular and Plural Subjects, Subordinating Conjunctions, Indefinite Pronouns

Grammar III

3. Pronouns-Subjective, Objective, Possessive Case, Indirect Object, Contractions

ENGLISH GRAMMAR (Continued)

4. Grammar IV
   Pronouns--Gender-Number Agreement
5. Grammar V
   Verbs--Regular and Irregular Forms
6. Grammar VI
   Modifiers, Adjectives and Adverbs, Linking Verbs, Double Negatives
7. Grammar VII
   Capitalization and Punctuation--Period, Question Mark, Exclamation Point, Comma
8. Grammar VIII
   Punctuation--Semicolon, Apostrophe, Quotation Marks, Colon
9. Grammar IX
   Spelling
10. Grammar X
    Miscellaneous Usage Problems, Alternatives Involving Modifiers, Verbs, Parallel Constructions, Troublesome Words, Commonly Confused Words

MATHEMATICS
11 Videotapes/1 Student Videotext

1. Math I
   Fractions--Adding Like and Unlike Denominators, Mixed Numbers
2. Math II
   Fractions--Subtraction, Multiplication, Division, Introduction to Decimals
3. Math III
   Decimals-Addition, Subtraction, Multiplication, Division, Fractional Equivalents
4. Math IV
   Rounding Off, Rations, Proportions, Conversions
5. Math V
   Percents--As Reduced Fractions, Expressing a Fraction or Decimal, Changing to Decimal, Finding Percents
6. Math VI
   Percents and Interest--Finding Percents, Finding Numbers, Simple Interest, Compound Interest
7. Math VII
   Graphs--Bar, Line, Circle, Reading Graphs
8. Math VIII
   Angles--Complements and Supplements, Parallel Lines and Transversals
9. Math IX
   Angles and Perimeters, Square, Rectangle, Triangle
10. Math X
    Circumference, Area of Circle, Volume of Rectangle, Volume of Solids, Introduction to Algebra
11. Math XI
    Algebra--Combining Like Terms, Factoring, Multiplying, Factoring Expressions

APPENDIX

PROJECT MATERIALS PURCHASED

1 set #870-091 KET/GED: 34 ½-hr. video programs

30 #893-989 Package of Videotexts

4 #893-679 Teacher's Guides

60 #894-00X Test Packets, GED Practice Test (A)

6 #894-032 Packet Answer Sheet (A)

60 #894-091 Test Packets, GED Practice Test (B)

6 #894-124 Packets, GED Answer Sheet (B)

4 #894-193 Spanish Form A

4 #894-210 Spanish Form B

2 #894-220 Spanish GED Teacher's Manual

1 #893-857 The High School Equivalency Exam

1 #893-873 GED Writing Skills Test

1 #893-881 GED Social Studies Test

1 #893-89X GED Science Test

1 #893-903 GED Reading Skills Test

1 #893-865 GED Mathematics Test

1 #893-911 Exercise Book, Writing Skills

1 #893-946 Exercise Book, Social Studies

1 #893-954 Exercise Book, Science

1 #893-92X Exercise Book, Writing Skills Supplement

The above items were purchased from Cambridge Book Co.
888 Seventh Ave.
New York, N.Y. 10106.

1 Highsmith Adapter Kit #78-459

2 Wilson Tuffy Tables #77-218

The above items were purchased from The Highsmith Co., Inc.
PO Box 25, Highway 106 East
Fort Atkinson, WI 53538

APPENDIX
CAMBRIDGE KENTUCKY VIDEO SERIES

Teacher's Review Form

PROGRAM TITLE_____ ID NUMBER_____

REVIEWED BY_____ DATE_____

1. What grade level range is this program directed toward?

___Grade 3 or below
___Grades 4 thru 6
___Grades 7 thru 9
___Grades 10 thru 12
___High School Graduate

2. How do you rate the ability of the program to attract and maintain the interest of the students?

___Excellent
___Fairly interesting
___Acceptable, but rather dull
___Not sufficiently interesting

3. How clearly do you feel the material is presented?

___Very clearly
___Fairly clearly
___Acceptable, but sometimes unclear
___Too confusing to be acceptable

4. What is the level of difficulty of the material?

___Too easy
___Easy, but acceptable
___Just right
___Acceptable, but rather difficult
___Too difficult

5. How do you rate the pace or tempo of the program?

___Too slow or plodding
___Rather slow, but acceptable
___Just right
___Rather fast, but acceptable
___Too fast

6. How do you rate the visual presentation (graphics, animation, etc.)?

___Excellent
___Good
___Acceptable, but mediocre
___Unacceptable

7. What is your overall rating of this program?

___Excellent
___Good
___Acceptable, but mediocre
___Unacceptable

8. What percentage of the students you teach might benefit from this particular program?

____ Candidates
____ Inpatient

9. COMMENTS:_____

_____

_____

_____

MRW:aqw

APPENDIX

High School Graduate _____
G.E.D. Graduate _____
Preparation for GED _____

NAME _____

DATE _____

TAPE _____

1. How easy was it to understand the material presented?

___ Too easy
___ Just right
___ Too difficult to understand

2. How was the pace of the material presented?

___ Slow
___ Just right
___ Fast

3. Did the workbook help you?

___ Yes ___ No If Yes, in what way? _____

4. Did you find the information in this tape helpful?

___ Yes, very helpful
___ A little helpful
___ Not helpful at all

5. Do you have any questions, after viewing the tape?

___ No
___ Yes (Such as:) _____

6. Did you find the presentation fun, enjoyable?

___ Yes, very much
___ A little bit
___ Not enjoyable at all

What did you enjoy the most? _____

7. What additional learning areas does this tape encourage?

_____

8. How will you use the knowledge learned from this tape? _____

_____

9. Other comments: _____

_____

_____

OA-501 12-67

COMMONWEALTH OF PENNSYLVANIA

September 9, 1983

SUBJECT: GED Scores for Anonymous Applicants

TO: Mr. Thomas A. Mellon

FROM: Anita Emery

Anita

Please find listed below a tabulation of scores for GED diploma recipients tested from July 1982 through June 30, 1983.

234	280
245	283
247	283
248	284
255	287
263	291
263	292
264	300
265	305
267	318
268	325
272	

The average score for the twenty-three people tested is 275.

I hope this information is of value to you; if you need any additional statistics, please feel free to contact me.

DA-501-A 10-66 APPENDIX COMMONWEALTH OF PENNSYLVANIA

March 11, 1983

SUBJECT: GED Scores for Anonymous Applicants

TO: Rev. Karl Schneider

FROM: Anita Emery

Anita

Please find listed below a tabulation of scores for applicants submitted to me during your recent visit to the GED Office.

Group 1-7/1/80 - 6/30/81			Group 2 - 7/1/81 - 6/30/82	
225	230	256	226	257
226	234	264	227	262
226	238	370	228	268
227	244	272	230	283
228	249	295	233	285
229	251	314	233	296
229	254		246	316
				266

Average - 248

Average - 257

It was a pleasure meeting you, and if I can ever be of service, please feel free to call me.